

PLEASE NOTE: Legislative Information **cannot** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

An Act To Prepare All Maine Students for College, Career and Citizenship

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA §4502, sub-§2, as amended by PL 1991, c. 824, Pt. A, §32, is further amended to read:

2. Curriculum requirements. Schools ~~shall~~must also meet all curriculum ~~standards~~requirements established in chapter 207-A.

Sec. 2. 20-A MRSA §4502, sub-§5, as amended by PL 2001, c. 452, §§8 to 10 and c. 454, §§13 and 14, is further amended to read:

5. Other requirements. The state board and the commissioner shall jointly adopt basic school approval rules governing school administrative units and elementary and secondary schools. These rules must set minimum ~~standards~~requirements in the following areas, incorporating such ~~standards~~requirements as are established by statute:

- A. Instructional time, including a minimum school day and week;
- B. Staffing, including student-teacher ratios; ~~except that the approval rules in effect for the school years beginning in the fall of 1998 and 1999 must~~that permit maximum student-teacher ratios of 25:1 school-wide for kindergarten to grade 8 and maximum student-teacher ratios of 30:1 school-wide for grades 9 to 12;
- C. Physical facilities, incorporating the school construction rules of the state board;
- D. Standards for equipment and libraries;
- E. Minimum school size, but including recognition of geographically isolated schools;
- F. Grade and program organization;
- F-1. Elimination of tracking and ability grouping of students as a means of organizing students for learning;
- G. Assessment and evaluation of student performance;
- H. Student personnel services, including guidance and counseling and, notwithstanding any rules adopted by the department, comprehensive guidance plans to be approved by the commissioner ~~for implementation in the 2000-01 school year;~~
- I. Records, record keeping and reporting requirements;
- J. Health, sanitation and safety requirements, including compliance with section 6302;

K. School improvement;

L-1. A plan for training and development of all personnel that is aligned with the system of learning results as established in section 6209;

M. The use of time-out areas, administered in accordance with standards adopted by the department and with this paragraph. The use of a time-out area is subject to the following:

(1) The time-out area must be well ventilated and sufficiently lighted. The time-out area may not be locked; and

(2) The time-out area must be designed to ensure the safety of the student so that the student is supervised by a professional staff member in the room or can be observed from outside of the time-out area and can be heard by a person supervising the time-out area;

N. Preparation of a written local policy and implementation of training for all unlicensed personnel who administer medication in accordance with the requirements under section 254, subsection 5; and

O. Preparation of a written local policy and implementation of training for all guidance counselors and school personnel who administer reintegration planning pursuant to section 254, subsection 12, who participate in a reintegration team and who have access to confidential criminal justice information regarding juveniles pursuant to section 1055, subsection 12.

Sec. 3. 20-A MRSA §4502, sub-§5-A, as amended by PL 1999, c. 790, Pt. N, §1, is repealed.

Sec. 4. 20-A MRSA §4503, as amended by PL 1985, c. 142, §1, is repealed.

Sec. 5. 20-A MRSA §4503-A is enacted to read:

§ 4503-A. Requirements specific to secondary school organizations

1. Evidence of provision of optimal conditions. To achieve the goal of graduating each student with a level of preparation sufficient to ready each graduate for college, a career and citizenship, each local school unit must submit, as part of the comprehensive education plan required under section 4502, evidence that it is employing practices that provide optimal conditions for student and professional learning, as evidenced by current research on best practice.

2. Requirements for secondary school practices. In addition to the basic school approval requirements as outlined in section 4502, the requirements of this subsection must also be met by secondary schools beginning in the 2009-2010 school year;

A. A secondary school shall provide a comprehensive program of instruction of at least 4 years in length, which must meet the requirements of this chapter, the system of learning results established in section 6209 and the admission requirements of the Maine Community College System and the University of Maine System.

B. A secondary school must provide evidence that it has eliminated tracking and ability grouping of students as means of organizing students for learning or organizing the school's program of studies by the 2009-2010 school year.

C. A secondary school must provide evidence of planning and implementing coordinated programs that support the academic and social needs of students as they transition into and out of school.

D. A secondary school must provide evidence that time is provided throughout the school year and the weekly schedule for teachers to work collaboratively to design high-quality curricula, instruction and assessments, including:

(1) Integrated and applied learning;

(2) Differentiated instruction; and

(3) Using assessments for learning to improve day-to-day classroom instruction.

Sec. 6. 20-A MRSA §4504, sub-§2, as amended by PL 2005, c. 446, §1, is further amended to read:

2. Comprehensive review. The commissioner shall conduct a comprehensive review of a school administrative unit in accordance with the school assistance process established in section 6210, based on a review of the school administrative unit's comprehensive education plan and ~~the local assessment system,~~student achievement data or as part of an inspection in accordance with section 258-A.

Sec. 7. 20-A MRSA §4511, sub-§1, as enacted by PL 1983, c. 859, Pt. A, §§20 and 25, is amended to read:

1. General authorization. The state board and the commissioner shall jointly adopt rules establishing accreditation ~~standards~~requirements for secondary and elementary schools of the State.

Sec. 8. 20-A MRSA §4511, sub-§2, as enacted by PL 1983, c. 859, Pt. A, §§20 and 25, is amended to read:

2. Intent. Accreditation ~~standards~~are intended to encourage excellence in school programs. The rules ~~shall~~must include such components as the quality and variety of instructional programs, the credentials, experience and general performance of staff and adequacy of school facilities.

Sec. 9. 20-A MRSA §4511, sub-§3, as repealed and replaced by PL 1987, c. 395, Pt. A, §66 is amended to read:

3. Specific requirements. In addition to ~~standards~~requirements that are adopted in subsection 1, accreditation ~~standards~~shallrequirements must include, but not be limited to, the following.

- A. The school has a clearly written statement reflective of the needs, beliefs and values of the school community. It is supported by stated goals and objectives and is consistent with the district's philosophy.
- B. The school is effectively managed and provides leadership that promotes the achievement of educational excellence.
- C. The school demonstrates evidence of a well planned and periodically evaluated curriculum which has consistently resulted in exemplary educational programming.
- D. The school demonstrates a carefully coordinated effort to provide instructional processes which have consistently resulted in a learning environment which promotes excellence. A variety of instructional techniques is used by a majority of the teachers.
- E. The school has a carefully planned staff development program guided by sound educational theory that promotes exemplary practices.
- F. The school has a climate which promotes individual self-esteem, high expectations for achievement and a positive attitude toward learning.
- G. The school has a collaboratively planned community relations program which promotes close cooperation between the school and the community toward the achievement of the school's goals and objectives.
- H. The school facility offers an effective setting for the delivery of high quality programs and services.

Sec. 10. 20-A MRSA §4512, as amended by PL 1987, c. 395, Pt. A, §67, is further amended to read:

§ 4512. Implementation

1. Accreditation optional. Any approved elementary or middle school may, through its school board, apply for accreditation.

2. Implementation. The commissioner shall determine which schools and school units meet the requirements of accreditation, in accordance with adopted rules and this Title.

3. Comprehensive reviews. The commissioner shall, on a one-year to 5-year cycle, make a comprehensive review of each accredited school to determine whether the school is continuing to meet the accreditation standardsrequirements.

4. Rules. Accreditation rules shall be adopted in accordance with the Maine Administrative Procedure Act, Title 5, chapter 375.

5. Accreditation process. All school administrative units operating a secondary school ~~shall~~must undergo the state accreditation process on a 5-year cycle as established by the commissioner starting in the ~~1989-90~~2009-2010 school year. Upon request from a secondary school, the commissioner ~~shall have the authority to~~may grant a waiver from the accreditation process. The commissioner shall grant a waiver on the basis of extenuating circumstances as defined by rule.

Sec. 11. 20-A MRSA §4517, as amended by PL 1999, c. 790, Pt. N, §2, is repealed.

Sec. 12. 20-A MRSA §4703, as enacted by PL 1983, c. 859, Pt. C, §§5 and 7, is amended to read:

§ 4703. Instruction for individual students in accordance with chapter 311

~~Elementary and secondary schools may provide special instruction for gifted and talented school students must be provided opportunities for learning in a differentiated environment that include opportunities to accelerate learning to meet the needs of individual students.~~

Sec. 13. 20-A MRSA §4706, as amended by PL 2003, c. 510, Pt. B, §5, is further amended to read:

§ 4706. Instruction in American history, government, citizenship, Maine studies and Maine Native American history

~~Instruction in American history, government, citizenship and Maine studies must be taught as specified in~~aligned with the system of learning results established in section 6209.

1. American history. Instruction in American history and civil, government and citizenship, including the Constitution of the United States, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship, must be taught in and required for graduation from all elementary and secondary schools, both public and private.

2. Maine studies. Maine history, including the Constitution of Maine, Maine geography and environment and the natural, industrial and economic resources of Maine and Maine's cultural and ethnic heritage, must be taught. A required component of Maine studies is Maine Native American studies, which must be included in the review of content standards and performance indicators of the learning results conducted in accordance with section 6209, subsection 4. The Maine Native American studies must address the following topics:

- A. Maine tribal governments and political systems and their relationship with local, state, national and international governments;
- B. Maine Native American cultural systems and the experience of Maine tribal people throughout history;
- C. Maine Native American territories; and
- D. Maine Native American economic systems.

Sec. 14. 20-A MRSAs 4711, as amended by PL 2001, c. 454, §21, is further amended to read:

§ 4711. Elementary course of study

The basic course of study for the elementary schools must provide for the instruction of all students in career preparation and education development, English language arts, foreign world languages, health and physical education, mathematics, science and technology, social studies and visual and performing arts, as described in the system of learning results subject to the schedule specified in section 6209. In furtherance of the content standards in section 6209, subsection 2, the course of study must also include physiology and hygiene, with special reference to the effects of substance abuse, including alcohol, tobacco and narcotics, upon the human system.

Sec. 15. 20-A MRSAs 4712 is enacted to read:

§ 4712. Middle school level course of study

The basic course of study at the middle school level must provide for the instruction of all students in career and education development, English language arts, world languages, health and physical education, mathematics, science and technology, social studies and visual and performing arts, as described in the system of learning results subject to the schedule specified in section 6209. In furtherance of the content standards in section 6209, the course of study must also include physiology and hygiene, with special reference to the effects of substance abuse, including alcohol, tobacco and narcotics, upon the human system. The basic middle school level program of instruction must ensure that all middle school level students participate in challenging, standards-based curricula and engaging instruction resulting in continual learning and high achievement.

Sec. 16. 20-A MRSAs 4721, as amended by PL 2001, c. 454, §22, is repealed and the following enacted in its place:

§ 4721. General requirements

1. Secondary school curriculum and instruction. A secondary school shall provide a comprehensive program of instruction of at least 4 years in length, which must meet the requirements of this chapter and the system of learning results established in section 6209 and the admission requirements for the State's community colleges and university system. The program must include instruction of all students in English language arts, mathematics, science and technology, social studies, health and physical education, career and education development, visual and performing arts and world languages.

2. Secondary school organization and delivery of instruction A secondary school shall provide a structure that allows for student achievement of the system of learning results established in section 6209 and the admission requirements for the State's community colleges and university system in different instructional settings such as career and technical education programs and alternative education programs.

Sec. 17. 20-A MRSAs 4722, as amended by PL 2005, c. 446, §2 and c. 662, Pt. A, §9, is further amended to read:

§ 4722. High school diploma

A secondary school shall provide ~~at least one course of study~~ a comprehensive program of instruction leading to a high school diploma that ~~must meet the following standards as set out in section 4721.~~ The commissioner shall develop rules for the transition between the requirements of this section and the system of learning results as established in section 6209.

1. Minimum instructional requirements. ~~A diploma course of study shall include a minimum 4-year program of instruction which meets the curriculum requirements established by this chapter and any other instructional requirements established by the commissioner and the school board.~~

2. Required subjects. ~~Courses in the following subjects shall be provided in separate or integrated study programs to all students and required for a high school diploma:~~

- A. ~~English--4 years;~~
- B. ~~Social studies and history, including American history and government--2 years;~~
- C. ~~Mathematics--2 years;~~
- D. ~~Science, including at least one year of laboratory study--2 years; and~~
- E. ~~Fine arts, which may include art, music, forensics or drama--one year.~~

3. Satisfactory completion. ~~A diploma may be awarded to secondary school students who have satisfactorily completed all diploma requirements in accordance with the academic standards of the school administrative unit and this chapter. All secondary school students must work toward achievement of the content standards of the system of learning results. Children with disabilities, as defined in section 7001, subsection 1-A, who successfully meet the content standards of the system of learning results in addition to any other diploma requirements applicable to all secondary school students, as specified by the goals and objectives of their individualized education plans, may be awarded a high school diploma. Career and technical students may, with the approval of the commissioner, satisfy the 2nd-year math and science, the 2nd-year social studies and the fine arts requirements of subsection 2 through separate or integrated study within the career and technical school curriculum.~~

3-A. Satisfactory completion. A diploma may be awarded to secondary school students in accordance with this subsection.

A. A diploma may be awarded to a secondary school student who has satisfactorily completed all diploma requirements in accordance with the academic standards of the school administrative unit and this chapter and chapter 222.

B. A child with a disability, as defined in section 7001, subsection 1-B, who successfully demonstrates achievement of the content standards of the system of learning results established in section 6209 in addition to any other diploma requirements applicable to secondary school students, as specified by the goals and objectives of the child's individualized education program, may be awarded a high school diploma.

C. A student may demonstrate achievement of the system of learning results established in section 6209, with the approval of the commissioner, within a career and technical education program that is aligned to the content standards of the system of learning results and the admission requirements for the State's community colleges and university system.

D. A student may demonstrate achievement of the system of learning results established in section 6209, with the approval of the commissioner, within an alternative education program that is aligned to the content standards of the system of learning results and the admission requirements for the State's community colleges and university system.

E. A student may demonstrate achievement of the system of learning results established in section 6209, with the approval of the commissioner, within an individualized English language acquisition program that is aligned to the content standards of the system of learning results and the admission requirements for the State's community colleges and university system.

F. A student who experiences educational disruption and demonstrates achievement of the content standards of the system of learning results established in section 6209, in addition to any other diploma requirements applicable to secondary school students as set forth in their school completion plan, may, with the approval of the commissioner, be awarded a diploma by the department.

4. Exception. A secondary school student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education may be eligible to receive a high school diploma from the school the student last attended, although the student may not meet the graduation requirements of this Title.

5. Advanced study. Nothing in this chapter may prevent the award of a diploma to a student who has completed all diploma requirements in fewer than 4 years of study.

5-A. Certification of the instructional program at the secondary school level. The commissioner shall develop rules for the certification of instructional programs to ensure a common meaning for the high school diploma regardless of the secondary school a student attends. Rules adopted pursuant to this subsection are routine technical rules as defined in Title 5, chapter 375, subchapter 2-A.

A. The school must provide evidence that the curriculum is aligned to the system of learning results established in section 6209 and the admission requirements for the State's community colleges and university system.

B. The school must provide evidence that:

(1) Students have open and equitable access to demonstrate achievement of the system of learning results established in section 6209 through either separate or integrated study programs;

(2) It provides open and equitable access to a range of opportunities including but not limited to: on-line courses, after-school and summer programs, internships, apprenticeships, career and technical education, service learning, dual-enrollment courses, advanced courses and local and state-sponsored early college programs; and

(3) Students are provided learning experiences that result in students applying knowledge and skills in new or unpredictable situations.

C. The school must provide evidence of a carefully coordinated effort to differentiate instruction within learning environments in which students are heterogeneously grouped and that are designed to meet the educational needs of individual students.

D. The school must provide evidence that students are provided multiple assessment opportunities to demonstrate their achievement of the diploma requirements on assessments required by the school administrative unit and the State.

E. The school must provide evidence that the senior year is the most rigorous year of engagement and preparation for college, career attainment and citizenship.

F. The school must provide evidence of implementation of a plan that integrates technology into curriculum, instruction and assessment.

6. Exception for certain veterans. A secondary school may award a high school diploma to a person who meets all of the following requirements. A diploma may be awarded posthumously.

A. The person or the person's family must apply to the secondary school for the diploma.

B. The person must either:

(1) Have attended the secondary school or attended a secondary school in the geographic area now served by the secondary school; or

(2) Currently reside in the geographic area served by the secondary school.

C. The person must have left secondary school either:

(1) Before or during World War II to serve in the Armed Forces during World War II; or

(2) Before or during the Korean Conflict to serve in the Armed Forces in the Korean Conflict.

D. The person did not graduate or receive a high school diploma because of service in the Armed Forces.

E. The person received an honorable discharge or a certificate of honorable service from the Armed Forces.

For purposes of this subsection, "Armed Forces" means the Army, Navy, Air Force, Marine Corps or Coast Guard; and the Merchant Marines only for the period of December 7, 1941 to August 16, 1945.

Sec. 18. 20-A MRSA §4726, as amended by PL 1991, c. 279, §3, is further amended to read:

§ 4726. World languages

Each school administrative unit:

1. Required to offer. Shall offer one 2-year sequence in a foreignworld language; and

2. Encouraged to offer. Is encouraged to offer one or more additional foreignworld languages as part of its secondary school program.

3. American sign language.

American sign language is a foreignworld language and may be offered to fulfill the requirements of this section.

For purposes of this section, "world language" means a language, either ancient or modern, that is used or has been used for written, oral or signed communication in the multilingual and multicultural worldwide community.

Sec. 19. 20-A MRSA §4728, as enacted by PL 1983, c. 859, Pt. C, §§5 and 7, is repealed.

Sec. 20. 20-A MRSA §6201, as amended by PL 2001, c. 454, §§27 and 28, is further amended to read:

§ 6201. Legislative intent

~~The Legislature concurs with the recommendation of the 1984 report of the Commission on the Status of Education in Maine finds that all students must graduate from high school prepared for college, career and citizenship and that a state-wide statewide educational assessment program must be implemented to ensure that each student in the State has an equal opportunity to meet this outcome.~~

There is a need for assessment information at both the state and local level to measure progress and ensure accountability and comparability regarding the implementation of the system of learning results; which set forth in section 6209 and in department rules implementing that section and other curricular requirements. This must be accomplished through a comprehensive system of local and state assessments; involving multiple measures to determine what each student knows and is able to demonstrate regarding the standards of the system of learning results.

~~This comprehensive local and state~~The assessment system must have the following objectives:

1. Statewide assessment. To provide information on the academic achievement and progress of Maine students;

2. State goals. To establish a process for a continuing evaluation of the system of learning results established set forth in section 6209 and in department rules implementing that section to aid in the development of educational policies, standards and programs and to measure comparability of educational opportunity for students throughout the state;

3. Local programs. To provide school officials with information to assess the quality, effectiveness and appropriateness of educational materials, methods and curriculum needs, including remediation and enrichment in their schools;

4. Individual students. To provide school staffs with information about the individual students that may be used, with other information, to meet individual and educational needs of the student. The statewide assessment program may not be the only criteria for judging student performance;

5. Trends. To identify year-to-year trends in student achievement; and

6. Parents. To provide parents with information about the achievements of their children on the assessment program.

Sec. 21. 20-A MRSA §6202, as amended by PL 2005, c. 118, §1 and amended by c. 446, §3 and amended by c. 662, Pt. A, §13, is further amended to read:

§ 6202. State assessment program established; content

The commissioner shall establish a statewide assessment program to measure and evaluate on a continuing basis the academic achievements of students at in grades 4, 8 and 11 to 12 in the content areas of the system of learning results established set forth in section 6209 ~~specified by the commissioner and in department rules implementing that section and other curricular requirements.~~ The commissioner may elect to provide for the use of alternative measures of student achievement in ~~grade 11~~ grades 9 to 12. This assessment applies to students in the public elementary and secondary schools and in all private schools approved for tuition whose school enrollments include at least 60% publicly funded students, as determined by the previous school year's October and April average enrollment. The assessment program must be adapted to meet the needs of children with disabilities as defined in section 7001, subsection 1-A or other students as defined under rules by the commissioner.

1-A. Interpretation. The statewide assessment program results may be interpreted in a manner that takes into account the particular role within a school administrative unit of regional special education or regional alternative education programs or schools approved by the commissioner in accordance with section 2501 or section 7253. For these programs or schools, the results may be interpreted by assigning the student and the scores of the student to the school in the community where the student resides. The commissioner shall adopt rules to implement this subsection. Rules adopted pursuant to this subsection are routine technical rules as defined in Title 5, chapter 375, subchapter 2-A.

3. Assessments required for the high school diploma. Assessments required for the high school diploma must ensure that each student graduating from a public or private secondary school that includes at least 60% publicly funded students is prepared for success upon entering higher education institutions, career and citizenship.

A. Beginning with the class of 2010, all students must meet state-determined proficiency benchmarks on state assessments in English language arts and mathematics.

B. Beginning with the class of 2011, all students must meet state-determined proficiency benchmarks on state assessments in English language arts and mathematics, science and technology, social studies and health and physical education and wellness.

C. Beginning with the class of 2012, all students must meet state-determined proficiency benchmarks on state assessments in English language arts, mathematics, science and technology, social studies, health and physical education and wellness, visual and performing arts, world languages and career and life development.

Sec. 22. 20-A MRSA §6202-A, as amended by PL 2005, c. 446, §4 and c. 593, §§1 and 2, is repealed.

Sec. 23. 20-A MRSA §6202-B is enacted to read:

§ 6202-B. Multiple measures of student achievement

Each school administrative unit shall use multiple assessment methods to measure student achievement of the learning results set forth in section 6209 and in department rules implementing that section and other curricular requirements established in section 6209 to inform instruction and ensure students are making progress toward achieving the learning results set forth in section 6209 and in department rules implementing that section, other curricular requirements and the requirements of a common core course of study.

Sec. 24. 20-A MRSA §6208, as enacted by PL 1995, c. 649, §1, is amended to read:

§ 6208. Legislative intent

The Legislature finds that because all children can learn at significantly higher levels, it is essential that the Legislature, the State Board of Education, the Department of Education, school administrative units, educators and parents provide children with schools that reflect high expectations and create conditions where these expectations can be met. Through a shared sense of accountability and a cooperative spirit among State Government, school administrative units, educators, parents, business persons, and the community, school administrative units and educators can develop and teach to high standards that will enable students to become productive and fulfilled members of society. The Legislature further finds that the system of learning results established set forth in section 6209 and in department rules implementing that section and other curricular requirements will serve as a foundation for education reform, will promote assessment of student learning, will reinforce accountability and will encourage equity. The Legislature, therefore, encourages the State Board of Education, the Department of Education and school administrative units to employ a high degree of creativity in developing content standards and

performance indicators and to explore a wide range of programs and options so that the standards adopted will reflect the highest possible expectations and assessments will be of the highest possible quality. The ultimate goal and intent of the Legislature is to ensure that the State's schools will enable today's students to gain the knowledge and skills necessary ~~to be effective parents, citizens, workers and adults~~ for college, career and citizenship.

Sec. 25. 20-A MRSA §6209, as amended by PL 2005, c. 662, Pt. A, §14, is further amended to read:

§ 6209. System of learning results established

The department in consultation with the state board shall establish and implement a comprehensive, statewide system of learning results, ~~referred to in this section as the "system," no later than the 2002-03 school year. The system, based broadly upon guiding principles set forth in this section, and in department rules implementing this section and other curricular requirements. The department must establish high academic accountability standards at all grade levels in the areas of math~~ mathematics; reading; English; and science and technology. ~~The department shall establish parameters for essential instruction and graduation requirements in English language arts, mathematics, science and technology, social studies, including history, economics and civics; career preparation and education development; visual and performing arts; health and, physical education and wellness; and foreign world languages. Only students in a public school or a private school approved for tuition that enrolls at least 60% publicly funded students, as determined by the previous school year's October and April average enrollment, are required to participate in the system of learning results set forth in this section and in department rules implementing this section and other curricular requirements. The commissioner shall develop accommodation provisions for instances where course content conflicts with sincerely held religious beliefs and practices of a student's parent or guardian. The system must be adapted to accommodate children with disabilities as defined in section 7001, subsection 1-A.~~

1. Guiding principles. ~~Each student must leave school as:~~

~~A. A clear and effective communicator who:~~

~~(1) Uses oral, written, visual, artistic and technological modes of expression;~~

~~(2) Reads, listens to and interprets messages from multiple sources; and~~

~~(3) Uses English and at least one other language;~~

~~B. A self-directed and life-long learner who:~~

~~(1) Creates career and education plans that reflect personal goals, interests and skills, and available resources;~~

~~(2) Demonstrates the capacity to undertake independent study; and~~

~~(3) Finds and uses information from libraries, electronic data bases and other resources;~~

~~C. A creative and practical problem solver who:~~

~~(1) Observes situations objectively to clearly and accurately define problems;~~

~~(2) Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;~~

~~(3) Identifies patterns, trends and relationships that apply to solutions to problems; and~~

~~(4) Generates a variety of solutions, builds a case for the best response and critically evaluates the effectiveness of this response;~~

~~D. A responsible and involved citizen who:~~

~~(1) Recognizes the power of personal participation to affect the community and demonstrates participation skills;~~

~~(2) Understands the importance of accepting responsibility for personal decisions and actions;~~

~~(3) Knows the means of achieving personal and community health and well-being; and~~

~~(4) Recognizes and understands the diverse nature of society;~~

~~E. A collaborative and quality worker who:~~

~~(1) Knows the structure and functions of the labor market;~~

~~(2) Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace; and~~

~~(3) Demonstrates reliability, flexibility and concern for quality; and~~

~~F. An integrative and informed thinker who:~~

~~(1) Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science and technology, social studies and career preparation; and~~

~~(2) Comprehends relationships among different modes of thought and methods associated with the traditional disciplines.~~

1-A. Accountability standards. Each student must be assessed by means of a statewide assessment in the following areas:

A. Reading;

B. Mathematics; and

C. Science, in those content areas concerning cells and continuity and change.

2. Parameters for essential instruction and graduation requirements. Each student shall study and achieve proficiency in the following content standard subject areas of:

A. Career preparation and education development;

B. English language arts;

C. ForeignWorld languages;

D. Health and, physical education and wellness;

E. Mathematics;

F. Science and technology;

G. Social studies; and

H. Visual and performing arts.

3. Career and education development; world languages; visual and performing arts. ~~By the end of the 2002-2003 school year, each school administrative unit shall address in the comprehensive education plan, as required in section 4502, subsection 1, how the school administrative unit will implement for all students the content areas of career preparation, foreign languages and visual and performing arts, including interim targets for partial implementation. By the end of the 2007-2008 school year, each local school administrative unit shall implement standards in these additional contentthe areas of the system of learning results, contingent upon funding based on essential programs and services or its equivalentcareer and education development, world languages and visual and performing arts. Notwithstanding any other provision of this chapter, the commissioner is authorized to establish rules for inclusion of some portion of the standards in visual and performing arts for the graduating class of 2007-20082011-2012.~~

4. Review cycle. The commissioner shall conduct a review of the content standards and performance indicators by content area on a ~~4-year~~ 5-year cycle beginning in the ~~2003-2004~~ 2015-2016 school year. Any changes that are recommended must be approved through the same process used for establishment of the system of learning results.

Sec. 26. 20-A MRSA §6209-A, as enacted by PL 2005, c. 446, §5, is amended to read:

§ 6209-A. State validation

The commissioner shall validate each school administrative unit's comprehensive education plan, as required in section 4502, subsection 1, ~~and local assessment system, as required in section 6202-A.~~

1. Annual report. The commissioner shall annually report by February 1st to the joint standing committee of the Legislature having jurisdiction over education matters on the status of each school administrative unit in implementing the comprehensive education plan, as required in section 4502, subsection 1, ~~and the local assessment system, as required in section 6202-A, including a report on the number and the percentage of learning results endorsements awarded in addition to high school diplomas awarded pursuant to section 4722 for each of the 8 content areas of the system of learning results under section 6209~~ high school graduation rates and the numbers of students attending and persisting at the postsecondary level.

When a report is made under this subsection for purposes of comparative analysis, the reporting mechanisms and the categories reported must be uniform for each school administrative unit.

2. Rules. The commissioner shall adopt or amend rules to implement this section by ~~January 31,~~ 2006. Rules adopted or amended pursuant to this section are major substantive rules as defined in Title 5, chapter 375, subchapter 2-A.

Sec. 27. 20-A MRSA §6210, as amended by PL 2005, c. 446, §6, is further amended to read:

§ 6210. School assistance

~~Beginning in the 2005-2006 school year, the~~ The commissioner shall provide assistance to a school administrative unit when student performance in a school in the school administrative unit, or when a review of the comprehensive education plan conducted under section 4504, subsection 2, indicates that assistance is needed. This assistance must be based on a thorough review of the comprehensive education plan, as required in section 4502, subsection 1, and the evidence of student performance provided by the school administrative unit's local assessment system. This may include assignment of an assistance team by the commissioner to work with the school administrative unit over a period of not less than one year. ~~The commissioner shall pilot this process during the 2001-2002 and 2002-2003 school years and shall develop rules for school administrative unit assistance and accountability to safeguard the learning of the students in the school administrative unit.~~

SUMMARY

This bill proposes changes in high school graduation requirements, assessments and overall high school program design to ensure that each student has an equitable opportunity to achieve the State's learning results and to graduate ready for college, career and citizenship.